



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8710 N 31st Ave, Phoenix, AZ 85051

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Carla R. Aronowitz  
Schedule : 07:15 AM to 04:30 PM  
Grades : Pre-K-6  
Web Address : [www.wesd.k12.az.us](http://www.wesd.k12.az.us)  
Phone Number : (602) 347-2000  
Fax Number : (602) 347-2020  
E-mail : [caronow@av.wesd.k12.az.us](mailto:caronow@av.wesd.k12.az.us)

### Mission

It is the mission of Alta Vista School to promote student achievement through child-centered learning.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Teachers will design and deliver instruction and participate in professional development to support a school-wide core reading and literacy program.
- ü Teachers will increase knowledge in utilizing the data from the curriculum-aligned assessments to design and modify instructional processes.
- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.

### Enrollment

October 1, 2005 School Year Student Enrollment : 695  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 36

## Instructional Programs

- ü Full-day Kindergarten
- ü Integrated Curriculum
- ü Literature/Phonics-based Instruction
- ü Differentiated Instructional Delivery
- ü Technology-based Learning
- ü Programs for ELL/Second Language Learner
- ü Before/After School Homework Assistance
- ü School-Wide Title One Reading Lab

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Our school strives to provide a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

### Parents

Parents agree to: show interest in their child's progress; support ongoing school attendance; meet their child's teacher and maintain communication; encourage their child to be responsible, respectful, follow school rules and complete homework. Parents also agree to work collaboratively with the school to support all school policies.

## Transportation Policy

Students who attend Alta Vista either walk to school or are transported by family members. No bus service is provided as residents in the school area live within a one-mile radius. Riding the bus for field trips is a privilege extended to students through Board policy. Students shall conform with all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Commission for the Arts Grant	2003
ü Jacob Javits Bright Horizons Grant Participant	2003
ü Educational Grant to Support Second Language Students	2003
ü Phoenix Commission for the Arts Grant	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2709	80010	100	100	99	446	435	447	7	15	10	22	24	18	56	49	53	14	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1273	38935	100	100	99	446	435	447	10	13	9	20	25	19	52	50	55	18	12	17
Male	57	1436	40974	100	100	98	446	435	448	5	16	11	25	23	18	60	49	52	11	12	19
African American	17	173	4201	100	100	99	429	422	430	24	22	17	24	27	23	41	43	51	12	8	9
Hispanic	51	1275	34545	100	100	99	440	422	432	6	20	14	27	30	24	55	46	53	12	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	33	1071	35142	100	100	99	467	453	465	3	8	5	6	17	11	70	54	56	21	21	28
Students with Disabilities	10	385	10161	100	100	93	NA	406	419	NA	35	28	NA	32	28	NA	28	36	NA	5	8
Students without Disabilities	97	2324	69849	100	100	100	449	439	451	5	11	7	21	23	17	60	53	56	14	13	19
Limited English Proficient Students	36	774	14013	100	99	97	429	409	413	11	26	24	31	36	34	56	36	39	3	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	106	1854	39029	100	99	98	446	426	432	8	18	14	23	29	25	56	47	52	14	6	9
Non-Economically Disadvantaged	NC	855	40981	NC	100	100	NC	455	462	NC	9	6	NC	14	13	NC	54	54	NC	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2701	79438	100	100	98	439	438	451	15	14	9	22	29	24	59	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1271	38775	100	100	99	445	444	457	14	11	7	20	28	22	60	53	58	6	8	13
Male	57	1430	40560	100	100	97	433	433	446	16	17	12	25	29	25	58	49	54	2	5	9
African American	17	172	4178	100	100	98	422	428	439	24	22	13	29	23	29	47	53	52	NA	2	6
Hispanic	51	1272	34297	100	100	98	431	424	434	20	19	14	27	36	31	51	42	50	2	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	33	1068	34887	100	100	98	461	456	471	6	8	4	6	20	15	82	61	63	6	11	18
Students with Disabilities	10	377	9588	100	99	88	NA	399	416	NA	43	30	NA	30	32	NA	24	34	NA	3	5
Students without Disabilities	97	2324	69850	100	100	100	444	444	456	10	10	7	23	28	23	63	55	59	4	7	12
Limited English Proficient Students	36	774	13856	100	99	96	421	406	407	28	28	27	22	44	43	47	28	29	3	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	106	1849	38685	100	99	97	439	429	435	15	17	14	23	33	32	58	46	50	4	4	5
Non-Economically Disadvantaged	NC	852	40753	NC	100	99	NC	458	467	NC	7	5	NC	19	16	NC	62	62	NC	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2700	79971	100	100	99	417	413	423	11	11	8	33	43	41	55	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1272	38974	100	100	99	420	427	437	12	7	5	24	36	33	62	53	57	2	3	4
Male	57	1428	40895	100	100	98	414	401	410	11	13	10	40	50	47	49	36	41	NA	1	2
African American	17	172	4203	100	100	99	391	406	411	24	13	11	24	49	45	53	37	43	NA	1	2
Hispanic	51	1269	34481	100	99	99	414	403	410	10	13	10	41	47	46	49	39	43	NA	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	33	1069	35150	100	100	99	440	426	437	6	7	5	21	38	35	70	51	56	3	3	5
Students with Disabilities	10	382	10258	100	100	94	NA	355	377	NA	33	23	NA	48	51	NA	18	25	NA	1	1
Students without Disabilities	97	2318	69713	100	100	100	423	422	429	8	7	5	32	43	39	59	48	52	1	2	3
Limited English Proficient Students	36	772	13985	100	99	97	383	387	382	22	18	18	42	52	54	36	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	106	1850	38994	100	99	98	417	405	409	11	12	10	33	48	47	55	39	41	1	1	1
Non-Economically Disadvantaged	NC	850	40977	NC	100	100	NC	431	437	NC	7	5	NC	34	34	NC	55	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2820	80147	100	100	99	464	468	482	11	14	11	29	22	17	46	49	49	14	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1371	39281	100	100	99	469	469	483	9	12	9	28	24	17	49	50	50	14	15	24
Male	50	1448	40780	100	100	98	459	468	482	14	16	12	30	21	17	42	48	48	14	15	24
African American	19	182	4249	100	100	99	429	449	464	26	19	17	47	30	22	26	46	48	NA	5	13
Hispanic	41	1209	33494	100	100	99	465	455	466	7	19	15	32	27	23	49	44	49	12	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	34	1220	36122	100	100	99	476	484	501	9	8	5	18	16	10	56	53	50	18	23	35
Students with Disabilities	NC	447	10295	NC	99	92	NC	436	443	NC	36	33	NC	28	26	NC	31	33	NC	5	8
Students without Disabilities	100	2373	69852	100	100	100	468	474	488	9	10	7	28	21	16	48	52	51	15	17	26
Limited English Proficient Students	23	625	12722	100	100	97	435	436	441	22	29	27	43	35	33	35	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	107	1837	38371	100	99	97	464	458	465	11	17	15	29	26	23	46	47	49	14	9	13
Non-Economically Disadvantaged	--	983	41776	--	100	100	--	487	498	--	7	6	--	15	11	--	52	49	--	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2816	79686	100	100	98	448	458	470	17	15	11	30	29	24	52	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1372	39163	100	100	99	457	463	475	11	12	9	30	28	22	58	55	60	2	5	10
Male	50	1443	40438	100	99	97	439	453	465	24	18	13	30	29	25	46	49	54	NA	4	7
African American	19	183	4228	100	100	98	426	446	458	32	19	15	42	34	28	26	46	53	NA	1	4
Hispanic	41	1208	33299	100	100	98	438	443	452	24	21	17	27	35	32	49	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	34	1216	35914	100	99	98	467	475	489	6	9	5	24	21	15	68	62	67	3	8	14
Students with Disabilities	NC	442	9808	NC	98	87	NC	418	432	NC	46	35	NC	31	32	NC	23	30	NC	1	3
Students without Disabilities	100	2374	69878	100	100	100	452	465	475	16	10	8	27	28	23	56	57	61	1	5	9
Limited English Proficient Students	23	626	12594	100	100	96	407	419	422	48	35	34	43	44	45	9	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	107	1839	38095	100	99	97	448	447	452	17	19	17	30	34	32	52	46	48	1	2	3
Non-Economically Disadvantaged	--	977	41591	--	100	99	--	479	486	--	8	6	--	20	16	--	63	65	--	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2835	80372	100	100	99	466	465	475	4	7	4	41	34	30	51	59	64	4	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1378	39452	100	100	99	480	479	488	NA	4	3	35	28	22	63	67	72	2	2	3
Male	50	1456	40836	100	100	98	449	451	464	8	9	6	48	39	37	38	50	56	6	1	1
African American	19	184	4264	100	100	99	433	457	465	11	9	5	47	32	35	42	59	59	NA	1	1
Hispanic	41	1213	33608	100	100	99	459	453	462	5	9	6	51	39	36	41	51	57	2	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	34	1230	36213	100	100	99	483	477	489	NA	4	2	32	29	22	62	65	72	6	1	3
Students with Disabilities	NC	457	10526	NC	100	94	NC	414	427	NC	21	15	NC	53	53	NC	26	31	NC	NA	1
Students without Disabilities	100	2378	69846	100	100	100	469	474	482	4	4	3	38	30	26	54	65	69	4	1	2
Limited English Proficient Students	23	629	12747	100	100	97	414	427	432	13	15	12	65	50	52	22	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	107	1850	38521	100	100	98	466	455	461	4	8	6	41	39	38	51	52	55	4	1	1
Non-Economically Disadvantaged	--	985	41851	--	100	100	--	483	489	--	4	3	--	24	22	--	70	72	--	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2774	79306	98	100	99	474	487	504	21	19	13	35	26	20	41	45	49	3	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1319	38845	98	100	99	472	488	505	22	17	11	37	28	20	38	46	50	3	9	18
Male	42	1453	40383	98	100	98	477	487	504	19	21	14	33	25	19	45	44	47	2	10	19
African American	11	177	4171	100	100	98	472	468	485	27	24	20	27	38	26	36	35	44	9	3	10
Hispanic	46	1226	32673	96	100	99	475	473	487	22	25	18	28	32	25	48	39	46	2	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	40	1191	36234	100	99	99	475	503	523	15	13	6	45	19	13	38	53	52	3	16	28
Students with Disabilities	11	459	10286	100	99	91	454	452	462	18	49	41	73	31	27	9	18	27	NA	3	5
Students without Disabilities	91	2315	69020	98	100	100	476	494	510	21	13	9	31	25	18	45	50	52	3	11	21
Limited English Proficient Students	21	471	10291	91	98	96	446	448	458	43	46	38	43	37	34	14	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	102	1788	37437	98	99	97	474	476	486	21	23	19	35	31	26	41	41	46	3	5	9
Non-Economically Disadvantaged	--	986	41869	--	100	100	--	507	521	--	12	7	--	17	14	--	53	51	--	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2772	79000	98	100	98	466	478	489	20	14	10	33	28	24	45	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1319	38774	98	100	99	467	484	494	20	10	7	30	26	22	48	58	61	2	6	10
Male	42	1451	40150	98	100	98	464	473	485	19	18	12	38	30	25	40	48	55	2	5	8
African American	11	176	4153	100	100	98	465	467	476	27	16	13	18	34	30	55	48	53	NA	1	4
Hispanic	46	1225	32508	96	100	98	466	465	472	20	19	15	35	36	33	43	43	49	2	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	40	1190	36135	100	99	98	468	494	508	15	9	4	35	19	14	48	63	67	3	9	15
Students with Disabilities	11	457	9991	100	98	88	430	440	449	55	42	33	36	36	36	9	20	29	NA	1	2
Students without Disabilities	91	2315	69009	98	100	100	470	485	495	15	9	6	33	26	22	49	59	62	2	6	10
Limited English Proficient Students	21	471	10199	91	98	95	423	435	439	57	41	35	33	45	47	10	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	102	1787	37234	98	99	97	466	469	472	20	17	15	33	33	33	45	48	50	2	2	3
Non-Economically Disadvantaged	--	985	41766	--	100	99	--	496	505	--	9	5	--	19	16	--	61	65	--	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2787	79611	100	100	99	482	484	496	9	10	7	42	39	37	49	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1321	39016	100	100	99	486	503	511	10	6	4	36	31	29	54	63	66	NA	0	1
Male	43	1464	40519	100	100	98	476	467	482	7	14	10	51	46	44	42	40	46	NA	NA	0
African American	11	176	4188	100	100	98	492	486	486	9	9	9	18	41	40	73	50	50	NA	NA	0
Hispanic	48	1231	32855	100	100	99	486	471	481	8	13	10	42	44	43	50	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	40	1198	36380	100	100	99	480	498	511	8	7	4	48	33	30	45	60	65	NA	0	1
Students with Disabilities	11	471	10664	100	100	94	434	426	440	18	27	23	82	56	54	NA	17	22	NA	NA	1
Students without Disabilities	93	2316	68947	100	100	100	488	495	504	8	6	4	38	35	34	55	58	61	NA	0	1
Limited English Proficient Students	21	473	10362	91	99	97	417	428	438	29	25	22	52	56	57	19	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	104	1799	37626	100	100	98	482	475	479	9	11	10	42	42	45	49	46	45	NA	0	0
Non-Economically Disadvantaged	--	988	41985	--	100	100	--	500	511	--	7	4	--	32	30	--	61	65	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2675	79327	100	100	98	482	505	518	39	25	19	27	22	20	31	43	46	3	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1240	38961	100	100	98	494	507	520	29	23	16	24	21	20	41	46	48	5	10	16
Male	53	1435	40295	100	100	97	472	504	516	47	26	21	28	22	19	23	40	44	2	11	16
African American	22	184	4247	100	100	98	461	488	499	55	34	27	23	22	24	23	39	41	NA	5	8
Hispanic	44	1153	32327	100	99	98	486	488	499	36	34	27	25	26	25	34	35	41	5	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	18	1151	36373	95	100	98	497	526	538	33	14	10	28	17	14	33	50	52	6	19	25
Students with Disabilities	15	339	9321	100	98	87	458	461	467	60	61	54	27	20	22	13	17	21	NA	2	3
Students without Disabilities	79	2336	70006	100	100	100	486	511	524	35	19	14	27	22	19	34	46	49	4	12	18
Limited English Proficient Students	25	408	9431	100	99	95	459	456	466	60	64	53	24	24	27	16	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	92	1696	37097	99	99	97	482	492	498	38	31	27	27	24	25	32	39	41	3	6	7
Non-Economically Disadvantaged	NC	979	42230	NC	100	99	NC	528	535	NC	14	11	NC	17	15	NC	49	50	NC	20	24

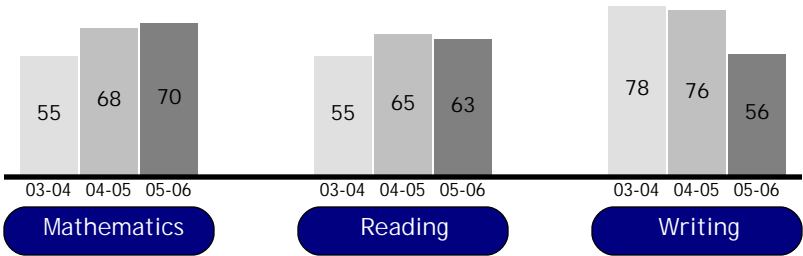
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2672	79501	100	100	98	464	490	497	27	14	10	41	27	25	30	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	1239	39062	98	100	99	477	497	502	20	11	8	33	25	23	43	60	64	5	4	5
Male	53	1433	40368	100	100	98	453	484	491	32	16	13	47	29	27	21	52	57	NA	3	3
African American	21	183	4279	100	100	99	449	476	485	33	17	14	38	33	30	29	49	54	NA	1	2
Hispanic	44	1152	32389	100	99	98	463	473	478	27	21	16	48	34	34	25	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	18	1150	36446	95	100	99	480	509	516	22	6	4	22	18	15	50	70	73	6	7	7
Students with Disabilities	14	336	9411	100	97	88	426	448	453	86	46	36	7	32	36	7	20	26	NA	1	1
Students without Disabilities	79	2336	70090	100	100	100	470	496	502	16	9	7	47	26	24	34	61	65	3	4	5
Limited English Proficient Students	25	407	9401	100	99	94	436	437	443	48	50	40	48	39	46	4	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	92	1694	37183	99	99	97	464	478	479	26	18	16	41	33	34	30	48	49	2	1	1
Non-Economically Disadvantaged	NC	978	42318	NC	100	99	NC	510	513	NC	7	5	NC	18	17	NC	68	70	NC	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2680	80000	100	100	99	527	561	564	12	4	3	12	10	11	72	78	75	4	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1239	39288	100	100	99	547	579	579	7	2	2	7	5	6	78	81	77	7	13	16
Male	53	1441	40644	100	100	98	511	546	549	15	5	4	15	15	15	68	75	74	2	5	7
African American	22	185	4307	100	100	99	472	541	551	32	8	4	14	12	13	55	76	75	NA	4	7
Hispanic	44	1152	32672	100	99	99	543	549	548	7	5	4	9	12	14	82	78	76	2	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	18	1156	36602	95	100	99	540	575	579	6	2	2	17	9	7	67	76	75	11	13	16
Students with Disabilities	15	345	9919	100	100	93	468	504	505	27	10	9	27	33	35	47	54	54	NA	3	2
Students without Disabilities	79	2335	70081	100	100	100	537	569	571	9	3	2	9	7	7	77	81	79	5	9	12
Limited English Proficient Students	25	405	9571	100	98	96	500	495	502	16	14	10	12	24	29	72	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	92	1700	37534	99	99	98	530	551	547	10	4	4	12	12	15	74	78	76	4	6	5
Non-Economically Disadvantaged	NC	980	42466	NC	100	100	NC	578	578	NC	3	2	NC	7	7	NC	77	75	NC	14	16

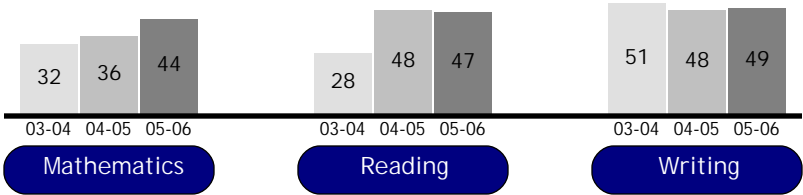
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	46	NA	58	97	33	40	47	100	27	35	46
	Language	96	33	44	50	97	33	40	47	100	27	35	48
	Mathematics	98	46	57	64	99	35	41	50	100	34	39	52
3	Reading	100	42	NA	55	100	37	40	44	100	34	37	46
	Language	100	53	56	61	100	41	40	44	100	35	39	46
	Mathematics	100	50	53	61	100	43	44	51	100	50	43	52
4	Reading	99	35	NA	56	100	35	42	48	100	35	44	52
	Language	99	35	48	52	100	41	44	49	100	37	44	52
	Mathematics	100	39	54	61	100	39	45	53	100	39	48	58
5	Reading	100	38	NA	55	98	38	47	50	100	35	48	56
	Language	100	36	45	49	98	36	48	50	100	37	44	54
	Mathematics	100	45	57	63	96	32	44	49	100	32	41	52
6	Reading	100	42	NA	56	99	42	48	51	100	34	52	56
	Language	100	40	44	48	99	39	45	47	100	28	46	50
	Mathematics	100	53	60	66	95	40	46	52	100	32	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Alta Vista Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	40.50
Other Professional Staff	4.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	4	1	0	0
7 to 9 years	1	2	0	0
10 or more years	12	8	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	83
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	31%

## Resources Available at School Site

### Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Computer Lab
- ü Reading/Literacy Lab
- ü Library

### Extracurricular Activities

- ü Student Council
- ü After School ELL Grant Program
- ü After School Homework Assistance
- ü Chorus
- ü Before School Homework Assistance
- ü After School Band & Strings

### Social Services

- ü After School Parks & Recreation Program
- ü Counseling Support
- ü Extended Day Care/Head Start Preschool
- ü Community Health Services
- ü Girl Scouts
- ü Parenting Education

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü During the 2004-2005 school year, Alta Vista School continued professional development to support curriculum and assessment implementation and continued developing and delivering instructional strategies that supported school-wide literacy.
- ü During the 2004-2005 school year, Alta Vista School participated in training activities related to increasing knowledge in utilizing the data from the curriculum-aligned assessments to design and modify instructional practices.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Carla Aronowitz	(602) 347-2000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Joyce Feltner and Lydia Aron	(602) 347-2000
Student Health/Nurse	MaryAnne Pfeiffer	(602) 347-2010

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.